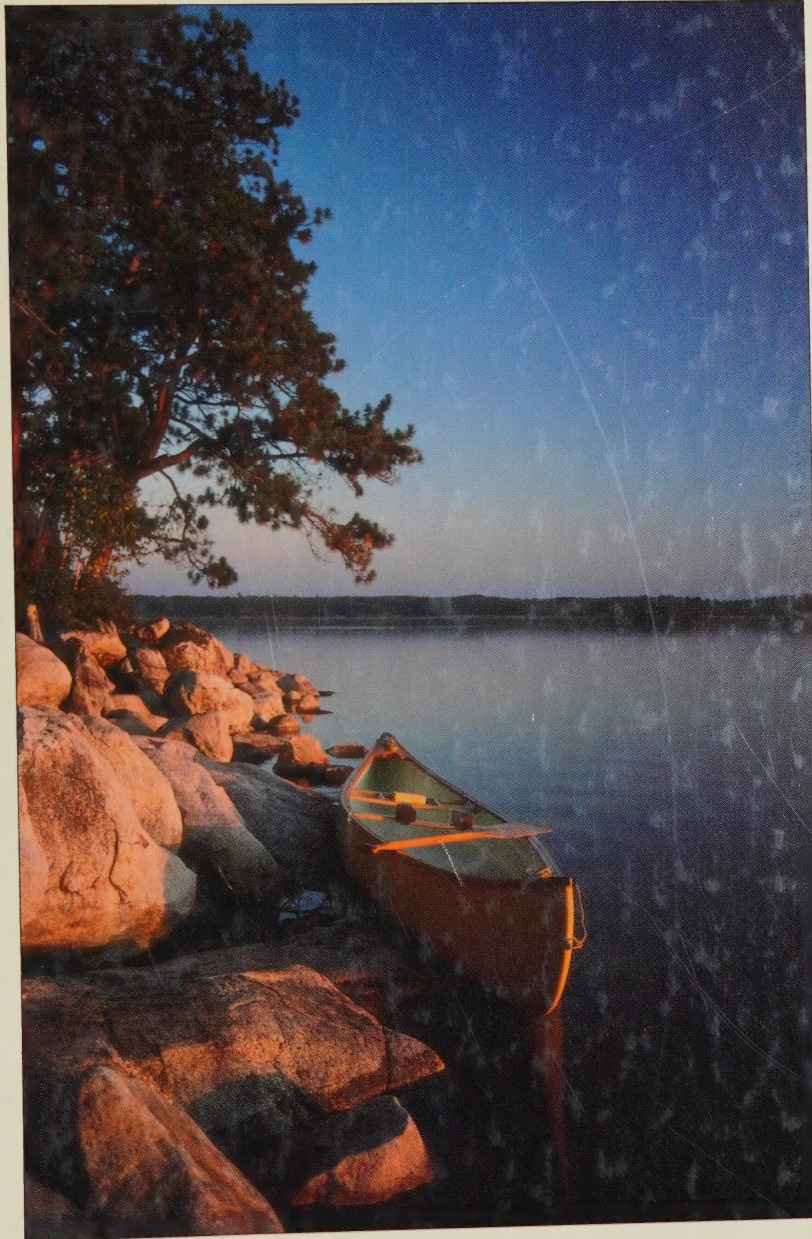




# CAMPING WITH OLDER ADULTS

A LEADERSHIP MANUAL FOR ADMINISTRATORS  
OF RESIDENTIAL AND DAY CAMPS



Ⓢ Ontario Ministry of Tourism and Recreation





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## Introduction

*This manual is designed to aid individuals responsible for training staff who will plan and conduct camp programs for older adults.*

*The material is for residential and day camp settings and will address program skills as well as information about older adults and the aging process.*

*The intent is to direct leaders towards realistic and creative programs which will benefit older campers in two ways; firstly to provide pleasant and meaningful experiences in an outdoor setting and secondly to introduce activities and skills which can be enjoyed after leaving camp.*

*The contents of this manual are intended to foster a process of communication, and an awareness and understanding of older adults that will result in the ability of staff members and leaders to see every person as unique, with a particular dignity and life experience of their own as well providing opportunities for participating in new and familiar activities in a camp situation.*

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## MANAGEMENT AND ADMINISTRATION

The backbone of a good camping program is a solid administrative base. This will be accomplished through the development of clearly defined philosophy, goals and objectives.

It is extremely important that staff and participants have a common understanding and integrate the philosophy, and goals with concepts, program planning, implementation and evaluation. Equally important for a smooth camp operation is sequencing.

The earliest task is to establish the body that will operate the camp. An advisory group is a good idea. It should include older adults as well as interested community members. Together, agency staff and the advisory group should develop philosophy goals and objectives. The director of the camp should be involved, from the beginning.

A time-line should be established and adhered to in order to maintain a sound pre- and post-camp organization. A suggested time-line follows:

- 6-8 months ahead – Write statement of Philosophy, goals and objectives.
  - Discuss with advisory group potential participants.
  - Decide on organizational structure.
  - Select campsite.
  - Determine funding source/ plan fund raising.
  - Hire a director.
- 3 months ahead
  - Establish your staffing needs and initiate interviews.
  - Write job descriptions, hiring procedures and staff contracts, etc.



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- |                |  |
|----------------|--|
|                | <ul style="list-style-type: none"><li>- Establish registration procedures and fees.</li><li>- Write emergency procedures and have nurse establish infirmary needs.</li><li>- Set standards expected for campers, staff, visitors.</li><li>- Establish training program for staff, and set dates.</li><li>- Establish a budget.</li><li>- Promotion plans.</li><li>- Establish program areas and evaluation.</li><li>- Plan menus. Contact suppliers.</li></ul> |
| 2 months ahead | <ul style="list-style-type: none"><li>- Contact transportation source.</li><li>- Collect program materials and supplies.</li></ul>   |
| 1 month ahead  | <ul style="list-style-type: none"><li>- Meet with staff.</li><li>- Meet with campers for orientation.</li><li>- Purchase food.</li></ul>   |
| 1 week ahead   | <ul style="list-style-type: none"><li>- Staff training session on site.</li><li>- Finalize living quarters arrangements for campers.</li></ul>   |
| Post camp      | <ul style="list-style-type: none"><li>- Evaluate each program.</li><li>- Evaluate Budget.</li><li>- Evaluate staff members. Send out letters of appreciation.</li><li>- Store surplus supplies, equipment, etc.; take inventory.</li></ul>   |

## GOALS AND OBJECTIVES

Goals and objectives must be established early in the planning process. Your goal must be very general and attainable. The objectives provide the appropriate steps you are required to take in order to reach your goals. Objectives should be measurable. These will provide the staff with

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direction in program development to the benefit of the campers whom they will be serving.

The basic needs of older adults, as with any human being, are love, affection, shelter, companionship, activity, fun. Programs may need to be adapted to the particular needs of the camper. Common sense should prevail. Participants must be allowed the opportunity to share in program planning and implementation. As one camp states "We want you to participate; but only if you wish to." The camper is encouraged to make a conscious choice of activities.

### **Sample Statement of Goals and Objectives**

**Goal:** To provide the opportunity for creative expression of thoughts, feelings and emotions during the camping experience.

- Objectives:**
- 1) Encourage participants to bring musical instruments and form a "pick up and play" music group during three slots of program time.
  - 2) Have interested campers form small groups (3 or 4 people) and present a skit based on their expectations of the camping experience. Display this talent in the form of a "revue" during the final days of camp.
  - 3) Give campers a list of all foodstuffs available on-site during the program. Have pairs of campers create a "new" recipe. Hold a cook-off to taste test the new creations.

Allow for revisions or changes in objectives and procedures as indicated by the needs and interests of the campers. It is wise to evaluate and make revisions on an ongoing and annual basis. Flexibility of direction is important. There should be goals and objectives for the camp, the program, staff and campers.



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## **Camp Objectives**

- 1) To provide a variety of outdoor programs and experiences allowing for interaction and education out-of-doors on a daily basis.
- 2) To make new social contacts by utilizing mixers and "getting to know you" opportunities at the beginning of the camp.
- 3) To refresh past activities by altering the program to accommodate requests by seniors. Opportunities for this experience would be made available during free time periods daily.

## **Program Objectives**

- 1) To involve campers in the planning process by facilitating regular "suggestion and evaluation" sessions.
- 2) To challenge the camper intellectually by offering time slots to:
  - a) learn to use a microwave
  - b) beginners French course
  - c) experiment with calligraphy.
- 3) Give the campers a chance to be as active as medically possible by offering fitness programs (of a high and low level) on a daily basis.

## **Staff Objectives in Camp**

- 1) To accept the camper as an individual and to contribute to his continued growth through ideas and skills shared, spend at least 10 minutes with one different person alone daily.
- 2) To help the camper become a member of a group by encouraging participation in the planning and evaluation. By exposure to different sorts of people of diverse interests. By asking for camper input before, during and after each program.
- 3) Nurture and sustain an interest in and as appreciation of the out-of-doors by experiencing one new outdoor

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event daily (i.e. lie on the grass and listen to all of the nature sounds around you).

### **Camper's Objectives**

- 1) To experience a moderately priced holiday away from home.
- 2) To establish new friendships possibly transferable to the home situation.
- 3) To gain greater knowledge of nature and the out-of-doors.

The aforementioned objectives are merely examples. Objectives will differ with the setting, director, staff, type of program, many unlimited factors. Carefully establish *your* objective for your camping experience.

### **STAFFING**

The success of any camp depends on the ability of the staff to use facilities, equipment, and organize effectively. The director and/or Agency where applicable establishes the philosophy and the rules and regulations under which the staff will carry out their task.

A good program offers an opportunity for campers to adapt to a social situation; to learn to take full advantage of the out-of-doors; to search for answers to questions about their surroundings; to help them work cooperatively with their own peer groups and to offer a solid grounding in camp craft skills as well as environmental and ecological awareness, to prepare them for future experiences.

This can only be achieved by well trained staff who are willing to give of themselves. The responsibility for developing these qualities within the staff lies with the camp director. This development may be seen as a cyclical process and may be depicted graphically by the following chart.



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## **Cycle of Camp Development**

- (1) Philosophy and Objectives of Camp Determined
- (2) Staff Development Objectives Determined
- (3) Basic Format and Program Outline Established
- (4) Personnel Policy and Contracts Established
- (5) Job Descriptions Written
- (6) Staff Recruitment
- (7) Staff Selection
- (8) Orientation and Pre-camp Training
- (9) Supervision
- (10) Staff Appraisals
- (11) Evaluation of Personnel Practices
- (12) Re-appraisal of Camp Objectives

## **Director's Responsibilities**

A camp director should be selected early in order that he may be involved in the development of all aspects of the camp. The director will then be able to work closely with the advisory group in the total process of planning the camp.

It is important to decide early on the priority list of staff, e.g. cook, or catering company, registered nurse, program coordinator, qualified pool or waterfront person.

The ratio of campers to staff must be established so that there will be maximum opportunity for staff and camper interaction. Three campers to one staff would be close to ideal, the smaller the ratio the better the program.

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### *Process:*

- Budget for staff.
- Determine positions available and various levels and write job descriptions.
- Prepare:
  - personnel policy and contracts
  - staff application form
  - advertisements for recruiting agencies
  - reference forms
  - letters of acceptance, rejection
  - tax forms
- Interview with applicant and selection.
- Contracts and pertinent forms out.
- Processes for checking contracts and completed forms.
- Establish staff mailing list.
- Record staff for placement.
- Record abilities of staff for cross reference.
- List for accountant – including gross salary, tax category, social insurance number, payment period.
- TD1 Forms to accountant.
- Staff List:
  - alphabetical
  - by positions

### **Job Description**

In many cases this form is mailed to the applicant in advance of the interview or given to him to read as he waits to be interviewed. In all cases, a Job Description should be available. An awareness of the scope of the position for which the applicant is applying will allow for the preparation of necessary questions to be asked during the interview and will allow the director to spend their time together gathering pertinent information about the prospective employee. It will also provide a basis for staff performance appraisal.



Job descriptions may contain information about the following:

- qualifications
- responsibilities of the position
- organization of responsibility (often in chart form)
- available program
- organization of the camp day
- pre-camp training
- regular staff meetings
- salaries
- term of employment

*It is important to develop your own job descriptions specific to your camping operation and staffing requirements.*

## **Sample Job Descriptions**

Job Title: Older Adult Camp Director

### **I. Assignment:**

Under the general supervision of the advisory group, the director will coordinate the development and administration of an older adult camping program, to insure the development and operation of the total camp program with the needs and interests of the older adults, and to do related work as required.

### **II. Duties:**

The camp director will be responsible for:

- A. selecting and training all staff members in the operation of an older adult camp
- B. developing an overall plan of development for camp operation
- C. developing goals and objectives related to the camping experience for both campers and staff
- D. developing and delegating authority for all programs
- E. overseeing the fund-raising activities and public relation activities related to the older adult camp.

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Contact media if appropriate.

- F. developing, with the assistance of the program staff, a balanced mixture of activities and involvements for older adults
- G. maintaining all records of camp programs, camper registration, insurance, and contracts
- H. maintaining complete and accurate records of budget and the expenditure of all funds
- I. selecting and scheduling the site
- J. assuming responsibility for all equipment and supplies
- K. assuming responsibility for all transportation needs for camp
- L. overseeing the development of menu and food management procedures
- M. assisting program evaluation for the purpose of upgrading existing programs and implementing new ideas
- N. writing a comprehensive report at the end of camp making recommendations/suggestions on all aspects of the camp operations
- O. performing such other related duties and responsibilities as assigned or as appropriate.

### III. Desirable Qualifications:

#### A. Knowledge of:

- The principles and practices of organization and administration of a camp program.
- The specific needs and considerations of older adults.

#### B. Ability to:

- Plan, supervise, and evaluate all camp operations and to recommend and implement changes in methods and techniques, analyze problems, and exercise judgement in making decisions; and, establish and maintain effective relationships with others.



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C. Educational experience:

- At least 25 years old, have work related to camping and/or environmental education within the last three years.
- Had administrative an/or supervisory experience in an organized camp.
- General knowledge of the aging process.

Job Title: Program Co-ordinators.

I. Assignment:

Under the general supervision of the camp director, program coordinators will be responsible for specific programs as to their direction and development, as well as coordinating participants in the program and to do related work as required.

II. Duties:

The program director will be responsible for:

- A. developing an overall program including campers and staff
- B. obtaining and maintaining all supplies and materials for program
- C. coordinating other staff program members for meetings and orientations.
- D. maintaining communication with the camp director as to program plans
- E. participation in all activities necessary for camp operation
- F. will write a comprehensive evaluation of the program at the end of camp. This is to include a schedule of events, problems encountered with recommendations for future camps
- G. performing such other related duties as assigned by camp director

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### III. Desirable Qualifications:

#### A. Knowledge of:

- Older Adult needs and considerations.
- Program area, administration and communication procedures.

#### B. Ability to:

- Plan and maintain program areas, to effectively provide leadership in program area, to be flexible in program management.

#### C. Educational experience:

- At least 18 years old with camp experience or related course work.

### Job Title: Staff Nurse

#### I. Assignment:

Under the general supervision of the camp director, the nurse will be responsible for coordinating and developing, with other members of the camp staff, health and safety policies. The nurse will also be responsible for any health and safety procedures.

#### II. Duties:

The staff nurse will be responsible for the health and welfare of all staff and campers by:

- A. Ordering all supplies and materials necessary for first aid kits and stocking of the infirmary.
- B. Writing and maintaining all medical forms for both campers and staff.
- C. Discussing with the director the necessity for accident insurance and decisions on which will offer the best coverage.
- D. Training and advising of the staff as to specific problems of the older adult population.
- E. Establishing necessary emergency procedures, such as communication with the hospital and transportation.

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- F. Assisting with the communication process between campers and staff.
  - G. Taking charge of all emergency situations and administering all care.
  - H. Being responsible for recording all medications and treatment given.
  - I. Developing an accident report form and the procedure for reporting.
  - J. Involve themselves with the campers in program activities as time permits.
  - K. Writing a report at the end of camp with attention given to recommendations from a nursing viewpoint.

### III. Desirable Qualifications:

#### A. Knowledge of:

- Older adults specific needs and wants, and prevalent geriatric illness.
- Emergency treatment procedures.

#### B. Ability to:

- Plan, supervise, and evaluate the health and safety programs and to recommend and implement changes if necessary.

#### C. Educational experience:

- Have completed training through an accredited medical institution.

Job Title: Swimming Director

Assignment:

Under the general supervision of the camp director the Swimming Director will be responsible for the entire swim program, as to the direction and development, as well as coordinating campers and staff.

1. Must possess a current Red Cross Instructor's Certificate.
2. Reports to the Program Director with respect to program responsibilities.



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3. Functions as a team member with other Program Directors in planning and operating the camp program.
  4. Supervises the Assistant Swimming Director and lifeguards.
  5. During the staff orientation, will assess staff swimming abilities, orient staff to pool/waterfront programs, safety procedures and staff's responsibilities in conjunction with the nurses will teach all staff artificial resuscitation.
  6. Supervises, lifeguards and directs all staff and campers present at the waterfront to maintain a high safety standard at all times.
  7. Offers a variety of swimming programs to include lessons, games and recreational swims.
  8. Will ensure that there is always a lifeguard on duty when the waterfront is open.
  9. Maintain all pool/waterfront equipment to ensure it is in good working order, complete an inventory of equipment at the end of camp.
  10. Will be involved in all other aspects of the camp as directed by the Program and Camp Directors.
  11. Will write a report at the end of camp making recommendations and evaluating the swim program.

## **Recruiting**

Community colleges, universities, and high schools are excellent sources of camp staff. It is important to recruit early as many people begin seeking summer employment during the months of March and April. Contact with these institutions will be much easier during this period. Guidance department and placement offices will be pleased to provide references and post job notices. Some camps rely heavily on word-of-mouth advertising by present or returning staff. Other camps have established a successful counsellor training program thereby producing an ongoing pool of experienced staff. Employment

agencies and placement centres such as the Ontario Camping Association may be very useful.

Look to your community for experienced persons. Retired teachers, naturalists, specialists to be brought in for a camp program and may be found through local senior centres.

Other areas for consideration:

- Referrals from friends and staff.
- Advertising in appropriate publications.
- Announcements on cable television networks.
- Special interest groups such as Audubon Societies, art classes, archery clubs or historical societies.
- Girl Guides/Boy Scouts of Canada.

## **Applications And References**

### *Selection of Staff:*

The Director should have the final word on staff selection. Before beginning the Director must have a written philosophy incorporating the advisory body's recommendations under which camp will operate.

### *Prior to the Interview:*

It is essential that the Director learn as much as possible about the prospective employee and that the employee, in return, learns about the camp and process to be followed in the interview.

### *The Application Form:*

The application form should attempt to gather general information about the applicant's qualifications and provide some insight or clues to personality trait. (See the following sample APPLICATION FORM).

### *References:*

Every Camp Director has a responsibility to check the references of each individual he intends to hire as a member of his staff. References are used to establish the validity of what the applicant states, as they are furnished by people referred to the camp by the applicant. The Ontario

Camping Association's code of ethics indicates that it is the director's obligation to check references with the director of the camps previously attended by the applicant as a trainee or staff member. Many directors use the reference as an interview tool, compiling the information in advance.

(SAMPLE)

**STAFF APPLICATION**

NAME <sup>Miss</sup> Mrs. \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
          Mr. Surname                      Given Name

PERMANENT ADDRESS \_\_\_\_\_  
   Street and Number    City    Postal Code    Prov.

DATE OF BIRTH \_\_\_\_\_  
   Month    Day    Year

SCHOOLS ATTENDED \_\_\_\_\_  
   High School University or other

PRESENT OCCUPATION \_\_\_\_\_  
   (If student, state course and year)

**Camp Experience**

As a camper \_\_\_\_\_  
   Names of camps & years attended, list most recent first

As a staff member: Camp                      Year attended                      Position

\_\_\_\_\_

Other experience or training which would be helpful in your job at camp \_\_\_\_\_

Why do you want to go to camp? \_\_\_\_\_

\_\_\_\_\_



In the following list, mark X beside those in which you are able to participate; XX beside those in which you are proficient; XXX beside those in which you are qualified to instruct.

Archery	Indian Lore	Song leading
Art	Music-what instrument?	
Story telling		
Basketball	Swimming	Boxing
Vocal	Diving	Campcraft
Choir Leading	Life Saving	Campfire Programs
Natural Science: what kinds?		
Canoeing	Crafts-what kinds?	
Newspaper	Tennis	Orienteering
Track&Field	Dancing-what kinds?	
Outdoor cooking	Volleyball	Overnight camping
Water skiing	Drama	Photography
Woodworking	Fencing	Riflery
Workshop Ser	Group Games	Rowing
Wrestling	Golf	Sailing
Other		Horseback riding
		Softball

Swimming or life saving awards held? \_\_\_\_\_

Fist Aid Certificate held \_\_\_\_\_

Have you any disabilities which would prevent you from full participation in all camp activities? \_\_\_\_\_

State briefly your ideas concerning the personal qualities necessary to be a counsellor \_\_\_\_\_

References: Three, including your former Camp Director (if any), employees, teachers, etc.

1. 

Name	Relationship (Camp Director, teacher, friend)			
Street & Number	City	Postal Code	Prov.	Tel. No.
2. 

Name	Relationship (Camp Director, teacher, friend)			
Street & Number	City	Postal Code	Prov.	Tel. No.
3. 

Name	Relationship (Camp Director, teacher, friend)			
Street & Number	City	Postal Code	Prov.	Tel. No.

I became interested in your camp through \_\_\_\_\_

Date available for employment \_\_\_\_\_

Date of application \_\_\_\_\_

Salary expected per season \_\_\_\_\_

Signature \_\_\_\_\_

## THE INTERVIEW

The Business Principles of the Ontario Camping Association indicate that references should be received from people who are qualified to judge the applicant's personal integrity, as well as professional ability. It is also expected that a written application will have been received from the applicant, either in a letter or on a job application form provided by the camp.

When the necessary background information has been gathered, an appointment should be made for an interview.

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## The Interview

The purpose of the interview is to enable the interviewer to intelligently place a competent staff member in a desirable situation at camp.

Becoming a skilled interviewer takes training, preparation and skill. Constantly be aware of your own technique, assess and correct your method, endeavour to increase your understanding of human behaviour and your skill as an interviewer should improve. The first step is to help the applicant relax. One camp uses a pre-interview technique in which the applicants are met by a skilled person prior to the interview, who attempts to remove apprehensions, tells them what to expect in the actual interview, reassures them about the person who will be interviewing them and generally enables them to relax. The interview should take place in comfortable surroundings in a private place in which the interview may proceed uninterrupted.

The interviewer must decide if the applicant possesses camping skills, the ability to work with older adults and has the necessary formal training and qualification for the particular job. Does the interviewer feel the applicant will fit harmoniously into the staff milieu?

It is not easy to hire a competent, versatile, skilled and mature staff and it can become an exhausting process if several consecutive interviews are scheduled. Some Camp Directors find group interviews satisfactory, since such characteristics as social poise, ability to participate in discussion, and reactions to the group process may be observed. Large agencies often use an interview form. These large organizations have several persons doing the interviewing and some standardization is necessary.

Using a structured interview form allows consistent questioning of many applicants, especially when spread over a period of months; it eliminates the possibility of



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neglecting to ask something crucial; can relax the interviewee; and still allows for random pursuit of certain topics.

### **Qualities To Look For When Interviewing**

- Enthusiastic desire to work with older adults.
- Interest and ability to understand and empathize.
- Ability to relate and deal with older adults.
- Positive patterns of behaviour and attitude.
- Reliability.
- Sympathetic and patient.
- Demonstrated leadership qualities.
- Emotional maturity.
- Acceptance of responsibility.
- Flexibility and adaptability.

### **CONTRACTS**

A written and signed contract is the confirmation of the agreement between the staff member and the organization. It should be presented to the applicant immediately after the decision to retain his services is reached. Two copies of the form should be made up. Both should be signed by the applicant and returned to the director who will then sign them and send one off to the applicant. Please note that it is important to include an explanation of the vacation pay and the responsibilities that the applicant and camp will assume.

This is also an appropriate time to have other forms, such as the TD1 Exemption Form, signed and returned by the applicant. (See sample contract attached.) Each staff member must have a job description and a signed contract for a specific time period, with salary stated, deductions, days off and other pertinent details.

Following selection, maintain frequent communication with staff members until they are in camp.

Inform them of training opportunities, conferences, and special events relating to the camp.

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(SAMPLE)

## Contract

I, \_\_\_\_\_ accept the position of \_\_\_\_\_  
as indicated by the Director from \_\_\_\_\_ to \_\_\_\_\_  
I understand the rate of pay to be \_\_\_\_\_ dollars  
per camp period.

I further agree to attend the organization and training sessions as planned by the Director. I understand that failure to participate in these sessions may result in my contract termination.

I further agree that should I miss work for any reason a reduction in salary shall be made for the period concerned.

I also understand that I may be dismissed for willful neglect of the campers in my care; or lacking to perform assigned duties; or for conduct not befitting an employee.

If an insufficient number of campers register and my services are not required, I shall agree to dismissal based on seniority.

Signature of staff member: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Director: \_\_\_\_\_

Date: \_\_\_\_\_

## DISMISSAL

Dismissal is usually deemed to be a negative process and seldom do we pay adequate attention to it. Most often we find we must dismiss staff members because they do not have the skills, ability or personality traits we anticipated they might have when they were hired.

Quite often someone who we initially see as incompetent or incapable can be taught to be an excellent leader and counsellor if we are prepared to make an effort. This means we must establish as a primary objective of our camp the development and personal growth of the staff.

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### **Steps to dismissal:**

1. Supervisors should record observations of all staff.
2. Observations should be discussed with each staff member through an evaluation procedure.
3. Allow staff members an opportunity to implement the information.
4. Supervisors should continue to record observations.
5. If change is not forthcoming, the director should play an active role in the process and repeat #2 and #3 OR come to an agreement with the staff to sever the relationship.
6. When dismissing a staff member, for the sake of campers, other staff members and the staff member in question, choose a private place. It should be out of the range of others. Establish the reasons for dismissal and attempt to have the staff member concur. Then explain how you will handle payments to date; and at that point, as quickly as possible make arrangements for counsellor/leader to leave camp premises.

A staff change will always have an effect on campers, and other staff members. The Director should be aware of this and provide an explanation as soon as possible.

Even dismissal, a negative aspect of camp, can have its positive benefits to all concerned.

### **STAFF TRAINING**

There are many excellent texts available dealing with staff training. Both the Ontario Camping Association and the Ministry of Tourism and Recreation can either provide references or give you their source.

The Camp Director has an obligation to his staff and to his campers to see to it that the training program is an on-going process from the time of hiring, to pre-camp and during the camp season. It should be followed by an evaluation and discussion in order to improve the techniques.



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Even the most experienced members of the staff, including the director, can learn new ideas and reinforce old ones.

### **Staff Manual**

Not all camps present their staff with a fully prepared staff manual. However, most do provide individual articles of interest, programming ideas, forms and other pertinent information to their staff. Whether in manual form or not, there is a value in providing reference material for the use of staff. Often the distributed material covers information about the following topics, and these may be put together to form a manual:

- history of camp
- philosophy
- aims and objectives
- organizational chart
- rules and regulations
- materials available at camp
- forms of training, pre-camp, in camp
- table of contents
- general information regarding the aging process
- map of campsite
- desirable counsellor characteristics
- current camp calendar
- typical camp day schedule
- song leading
- bus procedures and programming
- samples of forms they may be required to use
- transportation for staff and campers
- emergency procedures
- programming
  - the process
  - essentials of good programming
  - special programs
  - rainy days
- specialty programs

- 
- evaluations
  - articles of interest
  - list of reference books and where they may be found.

## **PRE-CAMP TRAINING**

### **Methods And Topics**

The essential first step in developing a training program is to determine the objective for training. Training objectives are set both by the camp and the staff by means of a process of collaboration and negotiation. The objectives are more likely to be realistic when the staff are involved in assessing their own training needs, or at least can accept the objectives as having significance for them.

Each camp may, because of its own unique situation, include topics at its pre-camp sessions that are only relevant to its operation; however, below is a list of topics.

### **Topics**

- |                       |                        |
|-----------------------|------------------------|
| • Philosophy          | • Outings              |
| • Staff meetings      | • Swim Program         |
| • Transportation      | • Games                |
| • Forms               | • Rainy days           |
| • Reports             | • Staff recreation     |
| • Lost and found      | • See Program Planning |
| • Reference materials | Section                |

### **Job Orientation**

- To provide the staff member with relevant information about the camp, its community, its constituents.
- To help each staff member understand the nature of the job and its function in relation to other staff members.
- To establish the basic patterns of supervisory relationships.
- To help the staff member become established in the camp and to aid him in developing a sense of ease and security with the rest of the staff.

- 
- To provide the Camp Director with additional insights about staff members.

For most camps, pre-camp training events provide the major opportunities for job orientation. However, many camps do have meetings at the office or camp site to which applicants and returning staff are invited to ask and answer questions, to see slides of movies of preceding summers and to go over material provided concerning the camp, its philosophy and its regulations.

### **Meetings**

There are usually a minimum of two or more meetings held a few months prior to the opening of camp for administrative staff of the camp, the director, program director, specialists and section heads. Many of the following topics pertaining to preparation for the coming summer are discussed and decisions made.

- Revision of manual and forms.
- An outline of the specialty programs.
- General camp organization.
- Mass or special programs – including rainy days.
- Reference books – their availability.
- Pre-camp format.
- Responsibilities during pre-camp.
- Check program equipment.
- Check existing inventory.
- Make new purchases.

### **Correspondence**

The staff at camp are primarily of high school or university age making meeting times very limited. To overcome this handicap to some extent, the experienced director keeps staff informed by letter and regularly published bulletins which include:

- Names of returning staff.
- Plans for the coming summer and how they are progressing.

- 
- Pre-camp organization.
  - Reference materials.
  - Program idea.

## **OCA Resources**

For information concerning counsellor and administrative sessions, contact the Ontario Camping Association office – 1806 Avenue Road, Toronto, Ontario, M5M 3Z1 – regarding its annual conferences.

## **Workshops**

Many camps offer their staff an opportunity to meet together at various times during the year, holidays, or weekends to discuss and work at specific areas of camp life included in the camp program. These sessions may be conducted by the director himself, returning staff or guest specialists.

## **IN-CAMP TRAINING**

### **Staff Meetings**

Staff meetings are a necessity of any camp. They allow:

- Discussion of common problems.
- Organization of special programs.
- Programming for a specific period (1 day, 1 week).
- Passing on of information from the administration.
- Socializing.

The social aspect of these meetings should not be underestimated. As the staff members get to know each other they tend to relax and become more communicative. Consequently, they work well together, creating the cohesive unit so evident in the successful camp.

Most Camp Directors recognize the necessity for holding regular meetings, at least one per week and have hurdled the obstacle in various ways:

- Hold regular evening meetings.
- Let each section arrange its own meeting times.



- Have one overnight per period per section and have the meeting at that time.

From the aforementioned, it is evident that not all camps have an opportunity to meet together en masse. However, successful directors will be quick to point out that they must have time to meet all the staff in a group situation. It is at this time that the director can offer praise and reinforcement to maintain the cohesiveness which has already been pointed to as a definite asset. This last factor should be taken into consideration when a director decides on meeting format.

### **Individual Discussions**

The Camp Director and the section heads should include as one of their tasks the direct and indirect observation of each staff member. A meeting of the observer and the staff member should take place informally at a convenient time for the purpose of discussing problems and exchanging information. This is not a time to evaluate or appraise the individual, but rather a time when the two begin to know and understand each other, so that working conditions improve.

### **Internal Movement Of Staff**

Every camp has a number of individuals who have exceptional camping abilities which should be shared with the rest of the staff. Instead of having this individual perform for the rest of the staff, it is sometimes possible to rotate that staff member to another section to demonstrate the skill to staff and campers alike in a real setting.

### **Demonstrations**

The staff often becomes bored when the same individuals are constantly called on to pass on information. To avoid this problem and add some life to presentations, different groups, sections or specialty staff are approached to prepare and demonstrate a certain aspect of camp life for the entire staff.

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## Use Of Reference Materials

Every camp should have a growing reference library from which staff and trainees are encouraged to borrow frequently. The library could contain:

- Purchased books.
- Borrowed books (from public libraries).
- Programs used previously in your own camp.
- Information presented at training sessions over the years.
- Camping publications (the Canadian and American Camping Associations publish quarterly magazines).
- Camp manuals.
- Government publications (often available at no cost, ranging from weather charts and ecology games to leadership and staff motivation).

## SUPERVISION

Supervision makes certain programming is in agreement with the philosophy of the camp. To ensure this, the staff must fully understand all aspects of the camp philosophy. If staff members are not aware of what is required, they cannot be expected to carry out their duties to the satisfaction of the director. The counsellor's program is an important area of supervision. This can be accomplished in several ways.

## Consultation And Discussion

Communication between the staff and directors is of utmost importance. This can be done during staff meetings in which both parties make an honest effort to improve the program through discussion and evaluation.

## Personal Help

Perhaps more can be accomplished on an individual basis if the counsellor comes to the director voluntarily. For this to occur, it is important that the staff feel that the

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director and senior staff are accessible and genuinely interested.

### **Indirect Observation**

A very accurate picture of how a counsellor is working with the campers and the degree to which a suitable program is being carried out is determined by observing campers:

- Are they enjoying themselves?
- Are they engaging in an interesting activity?
- Are they attentive?
- Are they executing simple instructions?

### **Direct Observation**

A section head or the director may be scheduled to participate in a portion of the camp day with each counsellor and the group, once each session. If the counsellors are aware of this schedule before camp begins, the process will be non-threatening. Such interaction will also further encourage the development of staff unity and open communication between senior staff and counsellors. An opportunity will then be provided for the supervisor to exchange constructive suggestions and give positive reinforcement to the counsellor.

## **EVALUATION**

### **Purpose**

Camping has many benefits to offer staff as well as campers. Constant stock taking of experiences and evaluation of the leadership role in the camp setting will allow a staff member to reap these benefits and allow the campers to take full advantage of their time at camp.

Self-evaluation, although very useful, is limited in value for people do not see themselves as others do; thus, a system of evaluation of appraisal should be developed by a supervisor in conjunction with the counselling staff. The purpose of the system is:

- 
- to stimulate the staff member to develop a better understanding of "self"
  - to provide the camp administration with a clear picture of the staff member in order to make appropriate assignments of responsibilities in the future
  - as a source of information for references to schools and future employers at the request of the staff member.

### **The Process**

All appraisals should be written either anecdotally or on a prepared form and delivered orally. The staff member should be given an opportunity to reply orally or if desired, in writing. The evaluation process is one in which the staff member and supervisor participate informally, confidentially and objectively. It should be entered into by the staff member in a spirit of "How am I doing my job as others see it, and how can I improve on it?" The supervisor, director or section head, should undertake the evaluation in the spirit of "What are the main strengths and weaknesses of this staff member in respect to the job, and what can I say to help the staff member to improve, in a way that can be accepted?" Both parties must strive for frankness and objectivity. The supervisor must also realize that this is a human process and that praise must be expressed where it is due.

### **When And Where**

Evaluations should be done halfway through the camp program and at the end, unless another evaluation is deemed necessary. Evaluation forms are then filed to be used as reference. The place where the evaluation dialogue is held will vary. Some people wish to be away from the centre of camp, or on a walk, while others prefer the confines of an office. It should take place in private where there will be no interruptions.

It is most important that the evaluation process being used at your camp is explained, and discussed with all



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staff members prior to the summer. Staff will thus have a clear understanding of both their job responsibilities and the way in which their performance will be evaluated.

## **Forms**

There are three types of forms on which an individual may be appraised:

- On a sheet of paper having only the name and position of the staff member. The supervisor fills in the rest.
- An anecdotal form with headings as a guideline to writing the report. For example:
  - reaction of campers
  - co-operation
  - responsibility
  - participation in camp programs, etc.
- Prepared form on which the supervisor checks off the qualities of the individual that has been observed.

The importance of the camp staff cannot be over-emphasized. A good staff is not simply hired, but is developed through the efforts of the director and the effectiveness of the training system. An effective method of evaluation is essential to complete the process of staffing and operating your camp.

(SAMPLE FORM)

## **Camp Staff Evaluation Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Director: \_\_\_\_\_

Rating System: 1 Outstanding; 2 Above Average;  
3 Satisfactory; 4 Needs Improvement;  
5 Poor.

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### JOB RESPONSIBILITY:

- a) attendance completed correctly and on time \_\_\_\_\_
- b) camper calls completed before each session \_\_\_\_\_
- c) has complied with staff uniform regulation \_\_\_\_\_
- d) completed and followed program forms \_\_\_\_\_
- e) incident forms completed when required \_\_\_\_\_
- f) attended all staff training events \_\_\_\_\_
- g) effective use of forms \_\_\_\_\_
- h) camper letters completed on time with appropriate content \_\_\_\_\_

### CAMPER RESPONSIBILITY

- a) expressed genuine interest in campers \_\_\_\_\_
- b) showed awareness of age characteristics & needs \_\_\_\_\_
- c) ability to deal with "difficult" campers \_\_\_\_\_
- d) use of unique and creative program ideas \_\_\_\_\_
- e) effective utilization of camp equipment \_\_\_\_\_

### GENERAL AREAS

- a) participated in Arts and Crafts program \_\_\_\_\_
- b) participated in Waterfront program \_\_\_\_\_
- c) participated in Overnight programs \_\_\_\_\_
- d) used Senior Staff persons as resource people \_\_\_\_\_
- e) was co-operative with senior staff \_\_\_\_\_
- f) was co-operative with peer counsellors \_\_\_\_\_
- g) accepted constructive criticism \_\_\_\_\_
- h) worked well with junior staff \_\_\_\_\_
- i) maintained an enthusiastic and supportive attitude \_\_\_\_\_

### RECOMMENDATIONS FOR FUTURE EMPLOYMENT

- \_\_\_\_\_ Do not rehire for next year's staff
- \_\_\_\_\_ Consider rehiring for next year
- \_\_\_\_\_ Definitely seek to rehire for next year

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General Comments: This may be in anecdotal form or "open ended"; or may be a copy of a letter to the staff member.

Signed: Camp Director: \_\_\_\_\_

Staff Member: \_\_\_\_\_

## **POLICIES AND PROCEDURES**

The health and safety of campers is of paramount concern. A great deal of planning and preparation should take place prior to camp opening. The following guidelines are for your consideration when preparing a policy for your camp.

### **Accidents And Illness**

ALL accidents and illnesses must be reported immediately to the staff nurse regardless of severity. This applies to both staff and campers. Never leave an injured person alone, send or call out for assistance. Never *give* or *take* medication prior to camp nurse notification.

### **Emergency Procedures**

Make contact with surrounding area officials (i.e. fire, police) and inform them of camp dates and locations. Arrange for medical services (doctor, hospital) using written correspondence. Establish a policy to be strictly adhered to in the event of a serious accident, fatality, illness or other emergency. Contact the insurance company, director, chairman of the advisory group, and camp owner submitting precise written records.

### **Fire**

Emergency, fire and missing campers all require planned procedures. Instruct and rehearse a fire drill. An emergency signal must be designated and made known to *ALL* campers and staff. Emergency numbers must be posted near the telephone including the doctor, hospital, ambulance, police and fire department.

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## **Time Off**

Each staff member should have a maximum of two hours leisure time in each twenty-four hours by approval of the director.

## **Telephones**

Designated telephones should be available for local calls. Long distance calls must be made collect and cleared with the Camp Director.

## **Medical Form**

All staff are required to have the medical form signed and completed by a licenced Medical Doctor no more than one month before camp commences.

## **Smoking**

Smoking should be allowed in designated areas only. There should be absolutely NO SMOKING in camper's rooms. Smoking should be prohibited while interacting with campers.

## **Alcohol and Drugs**

Consumption and/or use of alcohol is prohibited while on duty and eight hours prior to duty. Drugs are prohibited unless prescribed.

## **Gratuities**

No staff member shall accept any gratuity from a camper.

## **Set Up and Dismantling of Camp**

All staff are responsible for these duties. Rosters with assigned duties will be posted and completed during Pre-Camp for set up and the last day of session for dismantling camp.

## **Visitors**

Staff members should not invite guests to visit unless by arrangement and approval of Camp Director.



## Use of Emergency Vehicle

A station wagon or long bed covered vehicle should be available at all times as an emergency vehicle. The emergency vehicle should be parked in camp parking lot at all times and will be used only in an emergency as authorized by the camp director or camp nurse.

(SAMPLE)

### Accident Report

Date of Accident

M    D    Y

\_\_\_\_/\_\_\_\_/\_\_\_\_

Time of Accident

AM

PM

Location of Accident-Exact

Name: Injured Person

Sex:

Address:

Postal Code

Telephone

Nature of Injury

Part of Body Injured

What happened to cause injury?

First Aid – Steps taken immediately following accident?

Further Treatment – Spouse/friend called, Hospital or Doctor Notified.

Witnesses – Name, Address and Telephone

Was accident caused through use of camp equipment?

Yes \_\_\_\_ No \_\_\_\_ Explain

Did another person cause the accident? Yes \_\_\_\_ No \_\_\_\_

Explain

Was there any wilful misconduct involved? Yes \_\_\_\_ No \_\_\_\_

Explain

Signature: Staff \_\_\_\_\_ Camp Director \_\_\_\_\_

## HEALTH QUESTIONNAIRE

Health questionnaires for each registered camper are absolutely essential and should be completed at registration. These questionnaires should be reviewed by the Camp Director and Camp Nurse allowing the director to notify specific leaders, of special considerations for campers. The leader will then be able to adapt his program to meet the needs of each camper. The Health Nurse may be responsible for the dispensing of medications as well.

### Sample Health Questionnaire

#### Older Adult Camp

- A. Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Code \_\_\_\_\_  
Phone Number \_\_\_\_\_ Age \_\_\_\_\_  
Sex \_\_\_\_\_ Birth Date \_\_\_\_\_
- B. Doctor's Name \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Code \_\_\_\_\_
- C. In the event of illness or injury during camp is there someone at home to notify  
Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Code \_\_\_\_\_  
Phone Number \_\_\_\_\_
- D. Please list any serious illnesses or operations in the past five years, including dates, if known, and any hospitalizations:
- | Date  | Illness |
|-------|---------|
| _____ | _____   |
| _____ | _____   |
| _____ | _____   |

E. Mark and (X) if you have any of the following. Please include dates if known.

\_\_\_\_\_ Frequent colds and/or ear infections \_\_\_\_\_

\_\_\_\_\_ Diabetes \_\_\_\_\_

\_\_\_\_\_ Epilepsy \_\_\_\_\_

\_\_\_\_\_ Asthma \_\_\_\_\_

\_\_\_\_\_ Any Breathing Problem \_\_\_\_\_

\_\_\_\_\_ Heart Problem/chest pain \_\_\_\_\_

\_\_\_\_\_ Do you wear a pacemaker? \_\_\_\_\_

\_\_\_\_\_ Allergies \_\_\_\_\_

\_\_\_\_\_ Bee stings and/or insect bites \_\_\_\_\_

\_\_\_\_\_ Fainting \_\_\_\_\_

\_\_\_\_\_ Poison oak or ivy \_\_\_\_\_

List allergies to medications \_\_\_\_\_

List other allergies \_\_\_\_\_

Are you allergic to any foods? \_\_\_\_\_

Are you on a special diet? \_\_\_\_\_

List Medications you are presently taking:

\_\_\_\_\_

\_\_\_\_\_

F. Please list any limitations in activities:

\_\_\_\_\_

G. Do you have medical insurance? Yes \_\_\_\_\_ No \_\_\_\_\_

Type of coverage \_\_\_\_\_

H. Any other type of health concerns which might be pertinent.

\_\_\_\_\_

\_\_\_\_\_

This health history is correct to the best of my knowledge.

\_\_\_\_\_

Date

\_\_\_\_\_

Signed

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## THE FACILITY

There are many established residential camps throughout the province that have fine facilities suitable for an Older Adult camping experience. If you are in a position to plan a camp from inception, special consideration in site selection and construction will be required.

## POINTS FOR CONSIDERATION

1. Nearly level or gently sloping land around the main buildings, and in the area intended for sports and games.
2. Well-marked, wide walking trails, free of debris underfoot. Trails should range from easy, medium to challenging.
3. Plan for wheel-chair access with ramps having a slope of one inch rise to one foot of run.
4. Waterfront or pool suitable for swimming, exercises, and other activities.
5. Proximity to a hospital, medical help, and shopping facilities. Oxygen must be available on-site or nearby.
6. Access to a telephone. A pay phone for use of the campers is most feasible and cost efficient. Otherwise, collect calls may be made using camp telephone.

### Kitchen Facilities

The kitchen must conform to local health regulations and be well equipped. A sign must be posted warning pacemaker wearers of microwave ovens.

### Dining Room

It should be centrally located, with easy access, comfortable, bright, airy and clean. Provide comfortable chairs which are easy to get in/out of and allow for maximum support. The dining room should be adjacent to the kitchen in order to allow campers to assist with daily chores. Washrooms should be connected or of close



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proximity. The dining hall should have moveable chairs and tables so that it can be cleared for dancing and games.

### **Sleeping Quarters**

Insulated and heated sleeping quarters are the ideal, with electrical outlets for electric blankets. Be sure beds are adult size with firm support. Do not assign older adults to top bunks. A chair and dresser or built-in storage should be provided for each camper. Consider married couples, providing suitable separate married quarters when possible. If married quarters are not available advise couples prior to arrival at camp so they will be prepared to sleep in separate quarters.

### **Toilet and Shower Facilities**

The toilet, showers and bathtubs should be in a central location. If this arrangement is not possible try to have the toilet and washing facilities near the sleeping quarters with well lighted pathways.

Showers should be enclosed for privacy with a non-slip floor. Benches or chairs should be close by. The shower room should be heated with both hot and cold water available at all time.

Arrange separate toilets for males and females. Flush toilets are preferred by most. If pit toilets are the site alternative advise the campers of this fact prior to camp registration. Daily cleansing, sanitizing, and servicing of the toilets must be arranged.

### **GENERAL SITE MANAGEMENT**

1. Make sure all electrical, heating, cooking, ventilating and refrigerating and water treatment equipment is in good condition.
2. All camp vehicles must be certified by a mechanic.
3. If a pool is on-site check to be sure the filter, heater and chlorinator are all in good condition. Suitable safety and rescue equipment must be provided. A copy of

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Ontario Ministry of Health Pool Regulations Booklet must be on hand.

4. Have a good maintenance person on staff or on call.
5. Provide a map of the camp along with a short history of the camp and the surrounding area to each camper.
6. Check pathways daily for potential hazards such as roots, deadfall, potholes, etc. Assign a staff member to make rounds of the camp daily.
7. Large parks with both sunny and shaded areas are ideal, although tarps may be used to provide shade in key sunny areas.
8. Benches should be located at strategic points.

#### **WATER SAFETY**

(See Camping Standards – Ontario Camping Association)

#### **Swimming**

Whether the intention is to locate on a waterfront or a pool the setting up of your swim area will require a great deal of planning and consideration. Public health regulations across the province require that swimming facilities be supervised by lifeguards at least 17 years of age and certified to the Bronze Medallion level of lifesaving. Where a large area or more than one pool is concerned, several lifeguards may be required. Also, where the program is to include swim instruction, staff will have to be qualified.

To be able to account for every person in the swim area, you will need a system for getting everyone's attention and taking quick head counts. Most camps use the familiar "buddy system" whereby swimmers are paired up before entering the water. On the blast of tone whistle, buddies immediately go to the side.

You also require immediate access to a telephone and first aid kit in the swim area, as well as life saving equipment.

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## Boating

If boating is a part of your camp program, boats must be properly maintained with close attention paid to the number of campers allowed in each boat. Approved life jackets must accompany *each* boater.

The boat must be of such a size and stability suitable for the water condition. Each boat must be manned by two persons and carry life saving equipment including ring buoy or heaving line, reaching assist, bailer, flotation devices and spare oars. An emergency boat must be equipped with a small motor, and in addition to normal equipment should contain a small anchor and line, extra life jackets, a tow line, a boat hook, paddles, extra bailers.

## Docks

Campers participating in the boating program must wear footwear (i.e. running shoes) appropriate to climbing in/out of a boat. Be sure to stress that the docks may be slippery and provide assistance for all embarking and disembarking.

## DAY CAMPS

Although the idea of a residential camp appeals to some older adults, others prefer a day situation rather than a residential setting. The idea of returning home to one's own bed and taking care of daily home maintenance tasks is appealing.

Surrounding parkland and ski chalets are usually not in use over the summer months and can provide excellent settings for day camps. It may be possible to encourage camp owners to extend their months of operation (i.e. from May to September). This would allow time for use by older adults as well as regular summer use by children.

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## **Special Considerations**

Important points which must be considered are:

- campsite must be easily accessible by public transportation, unless the budget allows for bussing of participants
- ample storage space for equipment
- a building located nearby in the case of inclement weather
- areas for dancing and entertainment with electrical outlets
- consider locating near a children's day camp and encourage intergenerational programming
- most day camps request that participants bring their own lunch. Coffee, tea, soup and juices may be supplied. Volunteer community people can be utilized to prepare and serve at lunch time.

Usually camps are run on a weekly basis allowing for additional weeks participation if space is available. Consider setting aside certain time for special groups such as persons with a disability, nursing home residents, the very active and those who are less active.

## **THE OLDER ADULT**

### **Understanding and Working With The Older Adult**

Aging should not be equated with disease or deterioration. Ability and interest don't "turn off" at a given age. Many older people lead active and fulfilling lives. They pursue interesting and creative activities and are deeply involved in their community, friends, and family. Older adults have opportunities to use the breadth of their experience and wisdom to enrich themselves and others. One of the challenges facing older people is to help the rest of society to see seniors for who they really are – older individuals.



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With age each person becomes increasingly different from others, as he becomes more himself. Changes in appearance reflect important internal changes, both emotional and intellectual, that happen to everyone throughout a lifetime. Each person carries within himself the sum of his own experience – early childhood, family, schooling and friendships, ordeals, joys and satisfactions. As individuals mature, some become more self confident and others less confident.

Some people have plumbed the depths, and experienced the heights, while others have known more stable, balanced lives. Breadth or narrowness of experience have played their roles in shaping the individual.

Learning new information and new behaviour at any age is part of growing. Learning adds to the quality of life and makes it more interesting and satisfying.

The capacity to learn does not decrease as people grow older. Mood, self confidence, and desire however deeply affect the ability to learn. Older people do not waste their time and energy on things which do not interest them. They are more sharply aware of what is important to them and become more selective. Conserving energy and dwelling on what is interesting, gives pleasure, or is useful, become increasingly important.

Although the pace of older people may become slower, their capacity to learn and to grow, still remains and can flourish. Seniors have unique opportunities to use their experience and wisdom to develop old and new interests and talents, to use their minds to keep active, alert, and engaged with life.

Older people who reminisce about the past are not just idly rambling. They are often working to bring together a lifetime of experiences into a meaningful whole. Reminiscing helps to integrate the many parts and roles that make up the life of the individual, and reinforces a feeling

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of self worth. "I am me and have developed into who I am because of the sum of my experiences."

Reminiscing can provide a sense of continuity with the past, a connection to the present and alternatives and directions for the future.

It cannot be assumed that older people are a homogeneous group with the same likes, dislikes, personalities and abilities.

As a leader you must be aware that each camper is an individual and that you will never provide a single activity that everyone will participate in or enjoy because "they are all old."

Although your campers may be viewed as a group, we must remember that each camper comes from a different home environment, and that individual concerns and needs which may affect his or her participation may include one or several of the following:

- to be accepted
- to be useful
- to be independent
- to maintain a feeling of self worth
- to be challenged
- to be appreciated
- to feel secure
- to be creative
- to enjoy old skills
- to learn new skills
- to maintain old friendships
- to make new friends

After looking at the list of needs and concerns you will recognize that older adults may not be much different than younger people regarding needs and concerns, in fact evidence indicates that similarities between age groups are far more numerous than are the differences.

There are, however, in the aging process certain physical changes which occur in varying degree and may affect

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an individual's level of participation. Awareness of these limitations will allow leaders to adjust program activities or projects to accommodate the individual. These adjustments are very simple and will be discussed in appropriate sections of the manual.

There are losses other than physical which are not as easily recognized or understood, such as initiative, energy, or skills. Individuals who suffer loss of initiative tend to withdraw into themselves. They find it easier to say "NO" than to struggle to crafts, sing-a-longs, or become involved in games.

Individuals who suffer loss of strength learn to limit their activities. Unless the activity is of particular interest they will often remain on the sidelines as observers. People need a variety of interesting activities from which to choose in order to shift from observing to creating, being part of a social group, or participating in an exercise program, or an excursion. Challenge becomes a healthy ingredient.

When one has lost the steady hand and clear perception that once made it possible to paint a beautiful picture, one's art may be unbearably frustrating. The skill of transferring thought to canvas may be lost, but the perception may remain sharp. If an attempt is made and an imperfect picture results, a negative feeling is generated. The sense of loss is reinforced. This in turn magnifies the feeling of inferiority and desolation and sometimes discourages further attempts. It is important to understand the individual's feelings, and not exert too much pressure.

Fatigue of older persons is seen more commonly among people who do not have enough to do. Too often they feel that their life work is done, and their fatigue has its origin in boredom and loss of incentive and interest. Over and over again, when something of deep interest comes along these individuals miraculously lose their fatigue.

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Formal education is not a necessity to work with older people, nor is a specific age, but a patient, sympathetic temperament is. Some older people are very interesting and easy to be with; others can be cranky, complaining, longwinded and repetitious. They may ignore you, or monopolize all your time. Not all people are lovable but when we understand them, and their needs and losses, we can make the extra effort necessary to care about them. You may be any adult age, or old yourself, and work effectively with older people, if you have these personality traits, and if you genuinely like the aged. To work with any group of people you must like them, but you must also enjoy being with them, even when they try your patience. It is important for all of us to face our true feelings and accept them. It is also important to be a good listener.

### **Are You a Good Listener?**

- Can you put yourself in the other person's shoes?
- Do you tune in on the speaker's feelings as well as the words being spoken?
- Do you try to overcome your own emotional attitudes and prejudgements?
- Do you work to identify the main ideas, attitudes and feelings being communicated?
- Do you avoid interrupting? Especially, do you curb the impulse to complete the other person's sentence?
- Are you ready to learn about other persons, places and things?
- In short, do you listen to others as you would like to be listened to?
- Do you consciously practice listening skills?
- LISTENING CAN BE LEARNED.

Finally, remember that stereotypes and myths about aging abound and must not interfere with your program planning.



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## Myths, Stereotypes And Realities

When people are lumped together, certain stereotyped expectations are set up about how they will behave. Accordingly, old people are often expected to be forgetful, absent-minded, and sometimes confused. They may also be seen as inadequate in dealing with life because they are slower to respond to what is going on around them.

These stereotypes fail to recognize that there are differences between people in their 60's, 70's, and those in their 80's and 90's. They also fail to recognize that there are great differences among individuals within all these age categories. Stereotyping older people creates a myth which says that to be old is to be a lesser human being. Stereotypes emphasize eccentricity, ill health, poverty and loneliness. Unfortunately, some seniors accept this view of themselves. Most older adults see through these myths and reject it, recognizing that it is merely an oversimplified half truth.

Myths and stereotypes have their roots more in fiction than in fact. *Examples of popular myths* about aging are that most older adults are:

- inflexible, rigid and set in their ways
- overly conservative in dress, conduct, politics and viewpoints
- a homogeneous group of persons sixty-five years of age and older
- weak, feeble, in poor health, institutionalized, dependent, and lonely
- Not ready to enter into new challenging activities
- if not senile, definitely declining in intelligence and the ability to learn
- non-productive
- sexless
- not interested in camping

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**Realities** – The inevitable impact of the aging process is shared by all human beings – it requires courage, determination and support to continue to enjoy life, and to contribute. Myths and stereotypes are counter productive. Older adults are the same people they have always been. When we can view them as people first and old second, we will know we have destroyed the myths.

In contrast to the negative myths surrounding the process of aging, research has shown:

- Men aged 71 show little significant difference in physiological and intellectual function compared to men aged 21.
- The healthy aged person is flexible, resourceful and optimistic and usually has a good sense of humour.
- The adaption and survival of the elderly do not depend on chronological age, but on their own self image, and a sense of their ongoing usefulness.
- The elderly are less resistant to change than many men and women in their middle years.
- Older adults are dependable to arrive at the time announced; and to be ready to retire at relatively early hour.
- The elderly, in a camp setting, appreciate good meals, evening snacks *and* any attempts by staff to be good sports.
- Older adults enjoy sharing their knowledge and experience with youth, because this way they function as a link to the past, and to the future generation.
- Each older adult is an individual in his or her own right. While the years may take away some physical attributes, the inner person still remains the same.

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## FACTS ON AGING\*

\*Palmore, E. Facts on Aging: A Short Quiz.  
(Gerontologist 1977, 17, 315-320.)

The following Quiz has been designed for leaders to test their knowledge of aging.

### TRUE FALSE

- \_\_\_\_\_ 1. The majority of old people (past age 65) are senile (i.e. disoriented, demented or have defective memory).
- \_\_\_\_\_ 2. All five senses tend to decline in old age.
- \_\_\_\_\_ 3. Most old people have no interest in, or capacity for, sexual relations.
- \_\_\_\_\_ 4. Lung capacity tends to decline in old age.
- \_\_\_\_\_ 5. The majority of old people feel miserable most of the time.
- \_\_\_\_\_ 6. Physical strength tends to decline in old age.
- \_\_\_\_\_ 7. At least one-tenth of the aged are living in long-stay institutions (i.e. nursing homes, mental hospitals, homes for the aged, etc.)
- \_\_\_\_\_ 8. Aged drivers have fewer accidents per person than drivers under age 65.
- \_\_\_\_\_ 9. Most older workers cannot work as effectively as younger workers.
- \_\_\_\_\_ 10. About 80% of the aged are healthy enough to carry out their normal activities.
- \_\_\_\_\_ 11. Most old people are set in their ways and unable to change.
- \_\_\_\_\_ 12. Old people usually take longer to learn something new.
- \_\_\_\_\_ 13. It is almost impossible for most old people to learn new things.

- 
- \_\_\_\_\_ 14. The reaction time of most people tends to be slower than reaction time of younger people.
- \_\_\_\_\_ 15. In general, most old people are pretty much alike.
- \_\_\_\_\_ 16. The majority of old people are seldom bored.
- \_\_\_\_\_ 17. The majority of old people are socially isolated and lonely.

### Scoring

True; 2, 4, 6, 8, 10, 12, 16. False: 1, 3, 5, 7, 9, 11, 13, 15, 17.

### PROGRAM PLANNING

#### Principles

- A diversified program of activities must be offered to interest older people from various backgrounds and life experiences.
- No type of activity should be overemphasized to the detriment of others.
- Activities are not just ends in themselves, but also settings for interpersonal relationships that will produce feelings of approval and recognition.
- Programs should provide an environment in which no camper will feel embarrassed, threatened, inadequate or be made to appear foolish.
- The reticent person should be permitted to observe until deciding to participate in a more active manner.
- The program should enlarge the interest of people as well as renewing familiar skills thereby leading to satisfying and rewarding experiences.
- The program should be sufficiently flexible to permit adaption to varying situations.
- Well developed programs will provide opportunities for the passive person to receive enjoyment, as well as help the active person to keep busy and interested.



- The program should provide equally for both males and females.
- Campers should be given the opportunity to assume leadership roles.
- Programs for campers should stress informality, fun, skills, and a social atmosphere.

## Activity Goals

**Provide:** – meaningful experiences  
 – trusting interpersonal relationships  
 – socialization opp – intellectually and physically stimulating programs  
 – opportunities to experience new recreational activities/skills  
 – spiritual resources  
 – means for productivity and completion.

**Promote:** – peer relationships  
 – creative expression  
 – feelings of self-worth and usefulness  
 – camper leadership.

## Hints To Help Make Your Program A Success

1. Your approach to each individual is very important. Are you enthused about your work? Remember your cheerfulness is contagious. Be confident of your own ability.
2. Be gentle but firm. There is an important difference between encouraging and insisting.
3. Face the person you are addressing; they may be lip-reading.
4. Speak naturally and clearly. Don't assume that every older person is hard of hearing.
5. Respect those who wish to be left alone, but don't forget them.
6. Do not show favouritism. Everyone needs you.
7. Do not promise anything you cannot deliver. The trust placed in you will depend on your sincerity.

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8. Treat each of your elderly campers with respect. They are not children; learn from their wisdom and lifelong experience.
  9. Make certain the participant is comfortable and can easily reach supplies or other required articles.

### **Factors That May Make Your Program Fail**

1. Are your program materials prepared ahead of time? People do not like to sit and wait.
2. Are you impatient with your campers progress? It may take them longer to understand directions, and mobility may be difficult.
3. Are participants hurried because of your bad timing? Are participants prevented from returning to your area during free time to continue the activity?
4. Do you use a positive approach? A lukewarm approach may result in refusal to participate.
5. Is the lighting poor? Is there sufficient space? Is seating available?
6. Are you flexible enough to substitute a program when necessary? Disappointments are hard to accept.
7. Are activities beyond the participant's ability?

Use your imagination; it will overcome many a near-disaster. Keep your cool; keep your sense of humour; wear a smile. Above all, don't be discouraged if an activity is not as successful as you hoped it would be. If you think the program was good, TRY IT AGAIN.

### **Activity Suggestions**

The following is a list of some activities which you may wish to include in your camp program. Try to add other activities which would be appropriate for your camp. Use the Interest Checklists to initiate your planning and then expand your program ideas as you get to know your campers.

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## **Physical Activities**

Swimming  
Boating: Canoe, Sail, Row, Power  
Fishing  
Fly Casting  
Horse Shoes  
Table Tennis  
Shuffleboard  
Dancing  
Walking  
Exercise/Fitness groups  
Darts  
Night Hikes  
Initiatives Games  
String Games

## **Arts & Crafts**

Outdoor Sketching  
Primitive Firing  
Primitive Weaving  
Carving  
Driftwood Crafts  
Dried Flowers  
Nature Crafts  
Sand Cast Candles  
Collages  
Table Decorations  
Macrame

## **Social Activities**

Campfires  
Cookouts  
Treasure Hunts  
Discussion Groups  
Drawing Charades  
Cards  
Games  
Puzzles  
Singing/Orchestras  
Special Events  
Happy Hour  
Talent Shows  
Dancing: line, square

## **Cultural & Educational**

Orienteering  
Bird Watching  
Plant Identification  
Tree Identification  
Slide Shows – Films  
Historical Tours  
Local Experts  
Quizzes  
Interdenominational  
Celebrations  
Morning Watch  
Reflections  
Camper Leadership

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## The Uniqueness of The Camp Setting

Many older adults seldom have the opportunity to spend an extended amount of time in an outdoor setting. A camp situation provides a relaxed atmosphere to enjoy fresh air and nature's beauty. Whenever possible, activities should be planned to take advantage of these assets. Nature-oriented activities should be emphasized. Some familiar traditional pastimes such as cards may be included but should not be stressed. This type of activity can be done anywhere, anytime. It is important to include as many activities as possible that can only be done in a camp setting.

Experience has shown that older adults are generally not sun bathers. Unless there is an activity to participate in, or something to see outdoors, some are not likely to move from the familiar building, porch or deck. They may also worry about uneven ground or becoming confused about the campsite. From the first day, campers should be encouraged to utilize the total camp, and enjoy the out of doors in both active and passive activities. Thought should be given to moving activities outside that are usually done inside when the weather and wind cooperate.

In the past, relatively few people would have considered camping as a recreation opportunity for older people. In their earlier years they may have had a family cottage or visited a summer resort but are now less likely to be able to plan or manage these on their own. Residential camping for older adults may offer a similar vacation in a natural setting, in the company of their contemporaries.

Since this is likely to be a new experience for many there are a few special considerations which should be included in the planning process. Most older people are willing to adapt to new situations but appreciate knowing in advance what to expect. They will need to be assured that they will be comfortable and safe, they will want to



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know if the camp is all under one roof, or if the sleeping quarters are cabins separated from the dining and community centre. If the sleeping quarters are in cabins, are the toilet facilities under the same roof? They will need to understand the procedures of the dining hall and food services but they will want to choose where they sit and with whom.

A pre-camp promotion meeting can provide good descriptions of the campsite and the facilities. The answers may not affect the decision of the prospective camper to embark on this new adventure but they want to be prepared, and not be embarrassed by unwelcome surprises.

### **Adapting Activities**

Older adults are not children. Far too often programs for older adults are adapted from children's activities. It is doubtful that teenagers or young adults would be pleased about spending hours trying to create an object from popsicle sticks and paper plates. Inappropriate activities are patronizing and rob dignity from participants. This does not mean a leader cannot adapt some games and crafts to meet campers' needs as long as the end product is meaningful and satisfying, and offers scope for individuality and creativity. If safety has been assured, many will be ready to participate in canoeing and sailing but the instructors need to be alert to the skill level of each person. Square dancing and line dancing can become an evening activity where an imbalance of male and female campers is not important to the success of the activity.

### **Involving Campers in Leadership Roles**

Program and activities can be expanded and enriched encouraging campers to share their skills, knowledge and leadership experience. In some camp groups there may be a number of individuals willing to participate in a leadership role and in other groups these resources may not be

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available. It is important therefore that program leaders know in advance not only the interests of the campers but also the skills campers would be willing to share. "An Interest Checklist" should be filled out by each camper at the time of registration.

Older adults may be interested in sessions on leadership, communication, committee responsibilities, etc., which can be offered as a choice, or interest activity.

### **Program Balance**

The old expression "variety is the spice of life" is particularly true when leaders are attempting to put together a program for an extended period of time. Another old expression "familiarity breeds contempt" is also very true. Individuals who choose to attend a camp will be looking for a variety of enjoyable and stimulating experiences. No one wishes to be busy all the time nor does anyone want to be left wondering what to do. There should be *options* that allow the adult camper to decide what he/she wishes to participate in or if he wishes to participate in any organized activity at that particular time. Programmers should be aware though of individuals who seldom participate. The leader should diplomatically attempt to find out if the individual is not participating because they do not wish to be involved, or they do not join for other reasons such as shyness, lack of confidence, because of a temporary health problem or just wishing to be an observer.

A good program will include active and passive activities, group activities and opportunities for individual pursuits, new experiences and familiar activities, competitive and non-competitive opportunities. There should also be opportunities for campers to lead a program; and be *encouraged* to lead.

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## Community Resources

The geographic location of the campsite will have a considerable impact on the variety of program resources available.

If there is a Provincial Park, a Conservation Area, a Chamber of Commerce or a successful children's camp in your region, a call to the staff to make arrangements in advance can produce some wonderful guided tours.

Each community will vary in the recreation services, cultural opportunities and volunteer leadership available.

Some suggestions are listed below as a guide to developing your own resource catalogue.

- Museums
- Libraries
- Little Theatre or Drama Clubs
- Orchestras or Bands
- Square Dance Clubs
- Canine or Dog Obedience Clubs
- Bird Watchers or Naturalist Clubs—Women's Institutes
- Municipal Recreation Departments
- Senior Citizens Centres
- Multi-cultural Organizations
- Local Ethnic Groups
- Elderhostel Organization
- Staff of successful day or resident camps in your area

## Motivation

If a camper does not have sufficient desire or drive to participate, it is sometimes difficult to get them involved. Frustration, discouragement, unhappiness and fear are the hazards that affect the ability of people to join in activities. Also, program choices may limit some of the older adults in their participation. Some men, for instance, might rather fish or do woodcarving than take nature walks.

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At first you may encounter only apathy or even strong resistance. Patience and understanding can help you overcome these attitudes and a friend who has attended previously is a valuable help. If you can't motivate the person yourself, enlist the cooperation of other campers or staff members.

The end objective is to keep each camper involved and to show them they are wanted and needed in the group.

### **Flexibility**

A good leader will always have a few aces up his sleeve. The best planned program may not be successful for a number of reasons. For example, an outdoor activity may have to be cancelled because of rain, or a local historian is delayed or has to reschedule. Back up or rainy day activities should be planned for these occasions so they can be put in place quickly. Try not to rely on easy solutions such as cards but have interesting activities planned and available which can be introduced at a moment's notice. Some campers might even enjoy going for a nature walk in the rain.

The measure of success of a camp for older adults should not be judged by the number of activities offered, the number of campers participating in events, but rather the quality of the experience. The true measure is whether we have offered an opportunity for each camper to enrich the spirit, mind, and body, and return home refreshed and with renewed enthusiasm for living.



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## Interest Checklist

Date of camp \_\_\_\_\_

Name \_\_\_\_\_

Activities I would like to participate in:

(Please add additional interests on the lines provided.)

- |  |   |
|--|---|
| <input type="checkbox"/> camp songs                  | <input type="checkbox"/> music                |
| <input type="checkbox"/> nature crafts               | <input type="checkbox"/> exercise programs    |
| <input type="checkbox"/> soap stone carving          | <input type="checkbox"/> walking              |
| <input type="checkbox"/> fishing                     | <input type="checkbox"/> nature hikes         |
| <input type="checkbox"/> horse shoes                 | <input type="checkbox"/> games                |
| <input type="checkbox"/> swimming                    | <input type="checkbox"/> cards                |
| <input type="checkbox"/> boating                     | <input type="checkbox"/> cook outs            |
| <input type="checkbox"/> dancing                     | <input type="checkbox"/> primitive firing     |
| <input type="checkbox"/> shuffleboard                | <input type="checkbox"/> campfires            |
| <input type="checkbox"/> discussion groups           | <input type="checkbox"/> orienteering         |
| <input type="checkbox"/> treasure hunts              | <input type="checkbox"/> puzzles              |
| <input type="checkbox"/> outdoor sketching           | <input type="checkbox"/> sand casting         |
| <input type="checkbox"/> berry picking               | <input type="checkbox"/> plant identification |
| <input type="checkbox"/> jam making                  | <input type="checkbox"/> slide shows          |
| <input type="checkbox"/> baking                      | <input type="checkbox"/> historial tours      |
| <input type="checkbox"/> bird watching               | <input type="checkbox"/> over nights          |
| <input type="checkbox"/> interdenominational service |   |

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I will be bringing: ☐ mouthorgan

☐ guitar

☐ banjo

☐ fiddle

☐ sheet music

☐ favorite readings

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I play a piano ☐ yes ☐ no

I would be willing to lead a group activity ☐ yes ☐ no

Please describe activity \_\_\_\_\_

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## SAMPLE ACTIVITIES

*The purpose of this section is only to give a few examples of the types of activities that would be appropriate in a camp program for older adults.*

### Driftwood

Driftwood no longer refers to wood washed ashore on a windswept beach. Today the term driftwood has come to include dead wood from the inland waters, streams and creeks, fallen tree limbs from the countryside, and twisted gnarled roots, and vines. No matter where you live, collecting driftwood for projects can be easy and fun.

Leaders and campers who have gained a little experience in hunting for natural wood will begin to see the potential of unlikely branches and roots and driftwood that need only a little cleaning and judicious pruning to make them decoratively valuable.

- Treating and Conditioning Driftwood – at least a quick rinse in clear water. Driftwood from inland sources will probably have to be washed in sudsy water, rinsed in clear, and then allowed to dry in the sun for a day or two. Dirt-encrusted pieces should be soaked in sudsy water for an hour or two and then scrubbed with a stiff brush. Use a toothbrush or small wire brush to clean out small ridges. Rinse the wood again in clear water, and allow it to dry in the sun.
- During the drying period take time to examine it. Study it from different angles to discover its best side. Does it resemble anything – a bird, a fish, a foot, a face, a snake? Would it make a good walking stick, or a base for primitive weaving, or a flower arrangement.
- Tools – wood carving tools      pen knives  
brushes                                  nut picks  
pruning shears                      scissors  
wire cutters                          small saw

- Some roots and driftwood are improved with bleaching. This streaks the wood to a light gray colour without destroying its natural appearance. After the wood has been cleaned and pruned, submerge it in a solution of one part household bleach to two parts water. Leave the wood in the solution for forty-eight hours and then without rinsing allow the wood to dry in the sun for at least a week. The bleaching process can be eliminated if you like the colour of the cleaned wood.

Driftwood will have a more finished appearance if it is rubbed thoroughly with warm linseed oil after it has been cleaned and dried. The oil can be warmed in a saucer placed in the hot sun. Pour the oil on a piece of cotton and rub vigorously into the grain of the wood. Some collectors prefer to rub the wood with beeswax. It adds a pleasant scent and a lovely sheen. Natural wood can be stored in any convenient place until you are ready to use it; it is practically indestructible.

## Craft Ideas Using Natural Materials

Materials	Process	Use
driftwood	leave in natural state or rub it down with oil or wax	decoration, jewellery, mobiles, totem poles
twigs & branches	whittling and carving	furniture, birdhouses, whisk, brooms, spoons, forks, nametags, pins
bark	soak in hot water to make it pliable	bookmarks, hatbands, pocketbooks covers

Materials	Process	Use
nuts	clean with wire brush, sandpaper and wax, oil or shellac	bracelets, brooches earrings, label pixies
pine needles		brooms, pillows
pine cones		animals, mobiles, birdfeeders, dolls, collages
berries		use juice for dyeing or staining
fungi	dry and then shellac to preserve	name plaques, shelves
mosses		pictures
seeds		beanbags, jewellery, rhythm instruments, collages, signs
sand		painting

### Natural Dyeing

raspberries	dark red	onion skins	red or yellow
strawberries	red	bark	brown
goldenrod	yellow	dandelion roots	magenta
blackberries	blue	moss	light green

#### *To prepare dye:*

Cut the dye ingredient into small pieces and pound. Place ingredient in pot and cover with 7 cm of water. (The more water you use, the lighter the color will become.) Boil for one hour. Strain fluid.

#### *To dye cloth:*

Place dye in pot and add material. (Dye solution should cover material.) Boil for one hour. Add two tblsp. salt. Boil



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another 15 minutes. Remove cloth from dye and rinse in cold water. Hang out to dry.

### **Nature Walks**

A nature walk in its broadest sense could refer to an individual walking in any natural environment simply enjoying nature. For the purpose of this manual we will restrict the definition to an outing of one or more individuals directed by a leader.

The purpose of the leader in the nature walk is to interpret the natural history of the area through which the group is walking. The great advantage of the nature walk is the personal interaction which can take place between the leader and members of the group; questions which come to the minds of group members can be immediately asked and answers sought from the leader. The leader can "read" the group and gear the emphasis of the walk to the level and interest of the campers.

The number of campers in the group can greatly affect the success of the nature walk. Ideally, the ratio of participants to leader is about ten to one or less. With larger groups, it is difficult to maintain personal contact with all the members.

If the number of participants is greater than ten, there are some methods you can use to maintain interest, and one to one contact between leader and camper.

1. When you see a point of interest, i.e. plant, habitat, stump, etc., walk past it until the middle person of the group is opposite the area, then stop. Walk back to the point and begin the discussion. This will give time for those at the end of the line to catch up and both ends of the line have an equal opportunity to hear and see.
2. If you can't follow step one, then at least wait until all of the group have caught up and are stopped. Speak loudly and clearly.

3. If the trail layout and/or route of the walk permit it, the leader of a large group can employ the "swing around" technique. You simply stop the group and walk to the end of the line, which now becomes the beginning as you lead the walk in the opposite direction.
4. It is important that you know the area you are going to lead them through (swamp, woodland, fields), the time you have for this activity, and just what it is you want to stress regarding nature appreciation and conversation.
5. The leader should take a look at the site in advance, possibly accompanied by a naturalist so that points of interest can be located for future reference.
6. Staff or volunteers with some knowledge of Biology, Geology and/or Geography are required.

The actual nature walks could be supplemented with films, slide shows or discussions to provide for an extension of the interest of the participants, and to stimulate the non-participants to join the walk on another program day.

Other activities can be generated from this type of program depending on the interest of the group. Related programs could include:

Photography

Painting

Carving

Sketching and collecting.

Refer to this section for a description of collecting driftwood. It is not recommended that campers pick or remove living plants. See the Woodsman Code.

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## *The Woodsman's Code*

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The Canadian Camping Association

### **Planning**

1. Keep the group size small. Remember, however, that the ecological impact of a group is not necessarily a function of numbers. Two careless people can do far more damage than twelve careful ones. Carrying capacity (the ability of an area to support life) varies, so the number of people should depend on the region of Canada involved.
2. Prepare carefully. Carry everything you need with you.
  - a) Research the trip area. Become familiar with federal, provincial and local laws and regulations.
  - b) Conduct pre-trip discussion and instruction with the group. Be thoroughly familiar with this code.
  - c) Carry adequate food supplies. Do not rely on the environment.
  - d) Carry proper equipment including adequate shelter, clothing, washing equipment, etc.

### **Travelling**

3. Use existing trails and portages and stay within their confines. Conduct a careful study of the environmental implications before blazing new trails.
4. Use swith backs in trails. Do not cut a new trail to save 50 metres.
5. Follow game trails where possible and when necessary rather than breaking new ones.
6. Wear lug-soled footwear (footgear with pronounced ridges on soles) only when absolutely necessary. This type of boot tends to disturb vegetation to a considerable degree and generally leads to unnecessary erosion.

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## **Campsites And Shelters**

7. Use existing campsites. Keep heavy use to a confined area (because of soil compaction).
8. Do not overstay. Do not expand the campsite.
9. Refrain from using natural materials for shelters, except in emergency situations.
10. Refrain from landscaping the campsite.
11. Use natural drainage. Do not dig trenches in delicate environments. Use a floored tent.

## **Fires**

12. Use stoves where law and local regulations dictate; where there is a fire hazard; where serious danger to the ecosystem exists; where there is little or no firewood; and where the user wishes to have minimal impact.
13. Keep fires small.
14. Use existing fire pits. If the area is untravelled, remove evidence of fire after use.
15. Where a fire pit is absent, dig to the mineral level of the soil, avoiding the burnable soil, roots and overhanging trees. Save sand to cover cold ashes.
16. Use only dead wood for the fire.
17. Burn to a white ash. Retrieve non burnables such as foil, tin cans, plastics, glass, etc.
18. Douse the fire thoroughly. Stir ashes and the area surrounding the ashes. Douse again. Eliminate fire scars where possible.

## **Human Waste**

19. Use existing outhouses.
20. Bury human waste in a small, shallow latrine (15-20 cm deep – 6"-8") 35 metres from open water.
21. Use single ply white toilet paper and bury completely.



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### **Other Waste**

22. What is carried in must also be carried out. Burn it, bash it, bag it, bring it back.
23. Wash dishes, clothes and yourself in a dish pan, not in the lake or stream. Rinse away from open water. Dump dishwater in a hole located at least 150 ft. from the shoreline (150 ft. is the minimum disposal distance).
24. Use biodegradable soap (Sunlight type).

### **Wildlife And Natural Foods**

25. Because you are a guest in someone's home, act accordingly.
26. Avoid overfishing, overhunting and overtrapping.
27. Obey all fish, game and forestry laws and regulations. It is also important to help challenge the laws which are environmentally unsound.
28. Do not pick edible wild foods except where they are abundant and never pick them near built up areas. Do not pull up roots when using only the leafy parts of plants or when there are not very many of that particular species in the area.

### **Clean Up Others' Mistakes**

29. Pack out all non-biodegradable garbage that you find.
30. Evaluate existing woodcraft structures and projects. In some instances use of existing structures may be reasonable. If such structures are obviously out of keeping with the nature of the area, destroy them and use the wood for firewood if fires are permitted or distribute inconspicuously throughout the environment.
31. Eliminate unnecessary fire pits. Leave bundles of dry wood covered so that it can be available for use in emergencies.
32. Fill in over-used latrines that are situated too close to the water.
33. Inform authorities of the mistakes of others if they are too extensive for you to cope with.

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## Have You Ever?

"Have You Ever?" is a reflection and recall questionnaire relating to life's experiences, and is designed to cover all types of backgrounds of both men and women. Since it is so versatile it can be used by a variety of individuals or groups.

Questions have been selected at random, covering every conceivable topic, however program leaders might prefer to develop specific categories from the list such as Travel, Hobbies, Music, Occupations, according to the interest of the participants.

## Have You Ever?

1. Hooked a rug?
2. Gone sleigh riding?
3. Ridden on a dog sled?
4. Played in a "Kitchen Band"?
5. Played golf?
6. Gone fishing?
7. Been the President of a Club?
8. Ridden on a ferry boat?
9. Ridden on a stream train?
10. Lived on a farm?
11. Played Euchre?
12. Been to a country fair?
13. Seen the Rocky Mountains?
14. Served in any Branch of the Armed Forces?
15. Danced the Virgina Reel?
16. Been to a Box Social?
17. Gone ice fishing?
18. Been to Niagara Falls?
19. Paddled a canoe?
20. Played a violin or a fiddle?
21. Been to an Indian Reservation?

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22. Owned a pet?
  23. Baked bread?
  24. Played dominoes?
  25. Seen the "Reader's Digest" in large print?
  26. Sung in a choir?
  27. Ridden on a ferris wheel?
  28. Made homemade ice cream?
  29. Woven a basket?
  30. Had a stamp or coin collection?
  31. Been swimming in salt water?
  32. Played shuffleboard?
  33. Wall Papered a room?
  34. Played a ukulele or a banjo?
  35. Ridden on a trolley car?
  36. Raised chickens?
  37. Won a prize in a contest?
  38. Picked wild berries in the woods?
  39. Been ice skating?
  40. Played "I Spy"?
  41. Seen a Rodeo?
  42. Picked apples?
  43. Read "Dagwood" in the comics?
  44. Read "Maggie and Jiggs" in the comics
  45. Played the piano or organ?
  46. Played checkers?
  47. Watched an Eclipse?
  48. Seen the Big Dipper?
  49. Toasted marshmallows at a campfire?

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## Pomander Balls

To make these ever-welcome gifts that keep the scent of the season for year to come.

### *Pomander Apples*

**Material Needed:** Apples of varying sizes, cloves (about one small box for each apple – or buy in bulk for a group).

An ice pick, wooden skewer or other sharp instrument.

**Direction:** Pike holes in the fruit following a circular or vertical pattern, insert cloves as closely together as possible. Cover the entire apple in this way, trying not to leave any open spaces. The fruit will be rather soft when covered but will harden in about a week. For quicker hardening place in a warm dry place, preferably in the sun.

This will make a sweet scented gift for a friend's closed shelf, or bureau drawer. To make a hanging pomander, knot a tassled cord around the close studded fruit.

**Variation:** Other fruits can be used, orange, lemon or lime.

Place the studded fruit in a cool dry place. A kitchen cupboard would be fine. Leave for ten days to two weeks or longer. The fruit feels hard and firm when dried completely.



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## Sports Quiz

1. With what sport was "Minnesota Fats" associated? (Pool)
2. What game is Bobby Fischer associated with? (Chess)
3. Who was the "Beer Barrel"? (Tony Galento)
4. With what team did Ted Willlams play? (Boston Red Sox)
5. What was the greatest number of home runs Babe Ruth hit in one season? (60)
6. Where is baseball's hall of fame? (Cooperstown, N.Y.)
7. Who was the "Brown Bomber"? (Joe Louis)
8. What famous player was called "The Peach"? (Ty Cobb)
9. In the ordinary game of croquet are there seven, eight or nine wickets? (nine)
10. By what name does Cassius Clay prefer to be called? (Mohammed Ali)
11. Who are the two most famous archers in history and legend? (William Tell and Robin Hood)
12. Which is the older game, tennis or handball? (Handball)
13. What champion heavyweight prizefighter was known as the "Gentleman Jim"? (James Corbett)
14. What famous football player was known as the "Galloping Ghost"? (Red Grange)
15. What famous evangelist was once a professional baseball player? (Billy Sunday)
16. What is the home town of the White Sox? (Chicago)
17. What is the letter "tko" stand for? (Technical Knock-out)
18. In what sport do you win by pinning your opponent? (Wrestling)
19. Who were the two great pitching brothers in the early '30's? (Dizzy and "Daffy" Dean)
20. Who did knock out John L. Sullivan? (Jim Corbett)

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## Famous Persons

1. I'm the radio character whose closet was always in a mess. (Fibber McGee)
2. I'm the guy who played the part of Sherlock Holmes in the movies. (Basil Rathbone)
3. I'm the guy who nailed 95 theses on a church in Whittenburg, Germany. (Martin Luthert)
4. I'm the guy who with my family survived a major flood. (Noah)
5. I'm the actor who as a boy played Andy Hardy in the movies. (Mickey Rooney)
6. I'm the guy who was the proponent of the theory of evolution. (Charles Darwin)
7. I'm the guy who is well-known for entertaining people on T.V. after midnight. (Johnny Carson)
8. I'm the guy in the Bible who is the most well-known for patience. (Job)
9. I'm the guy who was a multi-millionaire recluse. (Howard Hughes)
10. I'm the gal whose name is associated with the General Foods trademark. (Betty Crocker)
11. I'm the guy who played the part of Rhett Butler in the movie "Gone With the Wind". (Clark Gable)
12. I'm the monk who was well-known for my love of all nature. (St. Francis of Assissi)
13. I'm the guy who tried to jump across the Grand Canyon on a motorcycle. (Evel Knievel)
14. I'm the gal who was a famous nurse. (Florence Nightingale)
15. I'm the gal who was burned at the Stake. (Joan of Arc)
16. I'm the gal whose name is associated with the cosmetic industry. (Helena Rubenstein)
17. I'm the guy who debated with Lincoln. (Stephen Douglas)

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18. I'm the gal who is credited with making the first American flag. (Betsy Ross)
  19. I'm the guy who wrote "A Child's Garden of Verse" and "Treasure Island". (Robert Louis Stevenson)
  20. I'm the guy who wrote a large number of books whose setting was always in the West. (Zane Grey)

### **Musical Heroines**

1. Soft o'er the fountain, lingering falls the southern moon. (Juanita)
2. You're the only girl that I adore. (Katy)
3. She is the darling of my heart and she lives in our alley. (Sally)
4. You can take Rose with the turned-up nose but don't bring \_\_\_\_\_. (Lulu)
5. I'm always thinking of you. (Margie)
6. Does your mother know you're out? (Cecelia)
7. I wandered today to the hill. (Maggie)
8. They have taken you away and I'll never see my darling anymore. (Nellie Gray)
9. Once in love with \_\_\_\_\_, always in love with \_\_\_\_\_. (Amy)
10. Someone's in the kitchen with \_\_\_\_\_. (Dinah)
11. Can't you hear me calling \_\_\_\_\_. (Caroline)
12. I'm dreaming now of \_\_\_\_\_. (Sweet Hallie)
13. Come away with \_\_\_\_\_, in my merry Oldsmobile. (Lucille)
14. For I'll be paddling \_\_\_\_\_ home. (Madeline)
15. There's none so classy as this fair lassie. (Susie)
16. Oh, \_\_\_\_\_, I love you, I'm always dreaming of you. (Rosemarie)
17. Wait until the sun shines, \_\_\_\_\_. (Nellie)
18. I hear the mission bells above; they're singing out our song of love. (Romona)

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19. If her eyes are blue as skies, that's \_\_\_\_\_ .  
(Peggy O'Neill)
20. Your hair is red, your eyes are blue, I'd swap my horse  
and dog for you. (Sioux City Sue)

### **Exercise Program**

Regular exercise can provide deep emotional satisfaction and help to restore and improve self-image whether it be in formal setting or informally through activities such as nature walks and swimming. Inactivity can lead to muscular deterioration and distinct changes in the mental and emotional health of the individual. Since their energy is unreleased they turn inwardly against themselves and may suffer depression, fretfulness and insomnia.

A fun-and-fitness program can be enjoyable as well as beneficial. It is important that the leader understand the physical limitations of the campers. Nevertheless, even a basic knowledge of a simple exercise series (preferably performed to music) can be a real stimulant to the individual, and a happy group activity.

In a camp situation older adults will probably get more exercise through nature hikes and swimming than they usually do in their home environment. To supplement this the following exercises are provided. They are easily learned and are quite safe, requiring only the support of a chair. There are three positions used for the chair exercises.

Position A – sitting back in the chair

Position B – sitting in the middle of the chair

Position C – sitting to the front of the chair

Chairs used for these exercises should be sturdy enough to avoid tipping.

Hopefully the campers will take these exercises home with them and continue to use them in the home environment.

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## Hand, Wrist and Digital Series

### Position A

To improve range of motion and flexibility. Often ameliorates arthritic conditions in these areas.

#### 1. Hand Rotations

Grasp right wrist with left hand, s-l-o-w-l-y rotate right hand, making large complete circles, keeping palm facing down.

Repetitions: clockwise 10; counter-clockwise 10

Repeat on opposite hand.

Count: One

AND (completion of rotation)

Two

AND (completion of rotation)

#### 2. Finger Stretching

With the palm of the right hand facing down, gently force fingers back toward forearm, using left hand for leverage; then place left hand on top and force fingers down.

Repetitions: 5 each direction.

Count: 1 (pull fingers back)

AND (push fingers down)

2 (pull fingers back)

AND (push fingers down), etc.

Repeat on opposite hand.

#### 3. Finger Flexion and Extension

Arms extended forward, close fist tightly – then extend fingers. Flex and extend 10 times.

Count: Same as No. 2

#### 4. Finger Abduction and Adduction

Arms extended, palms facing down; spread fingers wide apart and bring together.

Repetitions: 5 each

Count: Apart – Together – Apart – Together



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## **5. Thumb Rotations**

Rotate both thumbs forward; reverse.

Repetitions: 5 rotations each direction.

## **Shoulder and Arm Exercises**

### **Position A**

To enhance and improve the range of motion in the shoulder girdle and to strengthen the deltoid muscles.

### **1. Shoulder Shrugs**

Sitting tall, hands on thighs, shrug shoulders up towards ears and down.

Repetitions: 5.

Count: UP AND (down)

2 AND (down)

3 AND (down), etc.

### **2. Shoulder Rotations**

#### **Position A**

Shrug and rotate shoulders forward, s-l-o-w-l-y, making 5 complete rotations. Rotate shoulders backward, 5 complete rotations.

Count slowly: One

AND (completion of rotations)

Two

AND (completion of rotations)

### **3. Arms Circles**

#### **Position A**

Extend arms horizontally sideways, palms down; stretch arms outward – do not bend elbows, hold head in good posture. Rotate arms from the shoulders, making very small circles, s-l-o-w-l-y.

10 complete rotations forward.

10 rotations backward.

Count: Same as No. 2

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## **Relax – Rag Doll**

### **Position C**

A relaxing passive exercise for the muscles of the lower back.

Sitting toward front of chair, legs approximately 12" apart, bend s-l-o-w-l-y forward from waist. Keeping chin on chest, drop as far as possible without effort (relax, just as if you were a rag doll), utilizing only the pull of gravity to move you forward and down; swing arms loosely and return to starting position.

Repetitions: 3.

Count: Bend forward, swing arms loosely and up.



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